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AUTHOR Forsyth, Alfred S., Jr.; Gammel, J. D.
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ABSTRACT

This guide was designed to assist the educator in designing and implementing a program in affective education by introducing him to affective education, attempting to make him feel comfortable with it, and enabling him to improve his skills in the affective domain. The first chapter introduces the affective domain, discusses its importance, and presents a brief history of the approaches to affective education culminating with the Battelle Project/Alpha approach. A model of the "effective human being," the goal of all education, is presented in the second chapter. In the third chapter, a hierarchy of objectives is presented with methods of determining attainment of objectives in the affective domain. The fourth chapter discusses activities in affective education and their interrelation with objectives. The final chapter focuses on the educator or facilitator and concludes with a general presentation on how to proceed in the structuring of a program in affective education from start to finish. (HMD)

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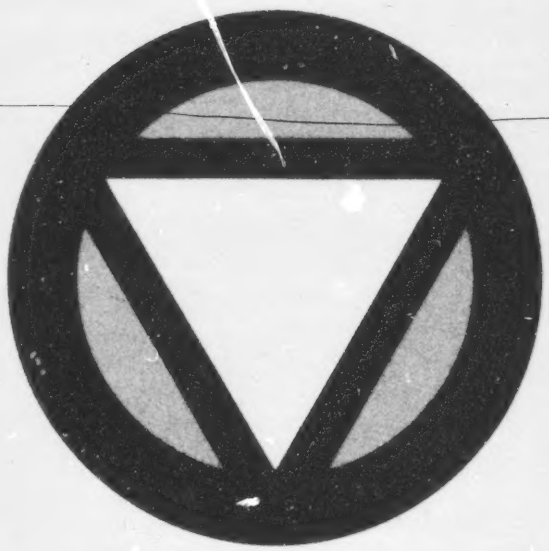
TOWARD AFFECTIVE EDUCATION:

A GUIDE TO DEVELOPING AFFECTIVE LEARNING OBJECTIVES



by

Alfred S. Forsyth, Jr.
J. D. Gammel

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Special recognition is given to these dedicated teachers who worked so faithfully for the boys and girls of Niles Community Schools as Task Force members:

Virginia Andrewsen

Anita Culp

Yvonne Domke

Sue Gillespie

Patricia Haas

Ruth Horner

Barbara Leggett

Cleora Nachreiner

Mary Skinner

Verda Frickett

Eleanor Van Dyke

Janis Wicke

Gladys Williams

Diane Wisler

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FOREWORD

The purpose of the *Guide* which follows is to introduce the reader to affective education, to help him feel comfortable with it, to show him the importance of it, and to enable him to improve his skills in this area.

The organization of the *Guide* stresses two approaches to affective education, which may be called "theory" and "practice" but which are really more like "attitude" and "action". Accordingly, Chapter 1 introduces the affective domain, discusses its importance, and presents a history of approaches to affective education, concluding with the Battelle/Project Alpha approach. Chapter 2 presents "action", in the form of a model of an "effective human being", the goal toward which affective and **all** education strives.

Chapter 3, the middle chapter, is central in more ways than merely position. It treats a major theme of the *Guide* – namely, that learning objectives must be structured in an organized, logical and attainable manner before anyone can assess the progress made in affective education. Specifically, it discusses the "objectives hierarchy" and methods of determining the attainment of learning objectives in the affective domain. To put objectives into practice, learning activities must be designed and implemented.

Chapter 4 deals with activities in affective education and their interrelation with objectives. The reader is given an example of one such learning activity.

Chapter 5 begins by emphasizing the attitudes educators must demonstrate in order for a program in the affective domain to succeed. The Chapter and the *Guide* conclude with a general presentation of "how to proceed" – of how to structure a program in affective education from start to finish. Thus, Chapter 5 treats both "attitude" **and** "action", thereby underscoring a crucial theme of the *Guide* – personal attitudes (the persons involved) and procedures or techniques (the "things" involved) are inseparable and essential to an effective program in affective education.

Although grades K-3 are emphasized throughout the *Guide* as a result of the nature of the project which preceded the writing of the *Guide*, the content is **not** to be thought of as limited to K-3. The basic ideas discussed in the following pages apply well to all grade levels.

The authors hope this *Guide* will prove useful to educators in designing a program in affective education and in implementing it in the classrooms. Moreover, we hope it will lead to changes in attitude and changes in curriculum and instruction. It is designed for use in in-service human relations workshops and for use directly in the classroom, among other places. However, its uses are "open-ended" and are limited only by the imagination of a concerned educator. If it aids the teacher in helping the child to be a more effective human being and in making the classroom a place of joy in learning, then the effort put into writing it will have been satisfactorily rewarded.

The *Guide* is one outgrowth of a program in affective education in grades K-3 called "Project Alpha" which began in early 1972 in Niles, Michigan, under the guidance of the Niles Community Schools and the Center for Improved Education at Battelle Memorial Institute. Acknowledgments for help in preparing this *Guide* begin with the Niles staff. The care, the concern, and the plain hard work of the elementary school teachers and

their aides in Niles who participated in Project Alpha, especially the program coordinators, Mary Ann Burdue and Mary Jo Meyer, and the superintendent, Richard Warren, provided constant examples of what affective education is all about – of what it means to be "Alpha". In terms of human relations, especially as felt by the children, it's gotten "warmer" in Niles, Michigan, over the past year and a half – and the warmth will not wear off.

Hearty thanks also go to secretaries and typists in Niles and at Battelle, especially Linda Dyga and Barbara Mazur, who held the project together and helped greatly with the preparation of this *Guide*. In addition, the authors are grateful to Theresa Sheppard and Lois Koepf for their help with the graphics included in the *Guide*.

A famous piece of 1960's graffiti stated that "A life without a cause is a life without effect." In the spirit of Project Alpha and of affective education in general, that maxim could better be phrased: "A life without **affect** is a life without **effect.**"

CHAPTER 1 INTRODUCTION

The Three Domains of Learning

Learning objectives are conventionally divided into three domains: (1) **cognitive**, which describes thinking or intellectual processes, (2) affective, which describes feelings or attitudes, and (3) psychomotor, which describes action or physical activities. These three domains represent the three main areas of a person's activities or three major facets of his personality. The inference in using the three domains is that the school seeks to educate or develop a **whole** human being. Yet, in reality, cognitive and psychomotor objectives have received by far the greatest attention from teachers and curriculum planners. They are "doing" parts of the personality, involved in accomplishing tasks **which can be measured.** Achievement of cognitive and psychomotor objectives can easily be tested. Achievement and progress are highly visible – the pupil "does" an arithmetic problem, the pupil "makes" a drawing.

Assessing progress in education is not difficult with regard to the cognitive or psychomotor domains – objectives are stated, activities structured, achievement objectively measured, and the entire process systematically evaluated. By contrast, despite broadly stated goals and much emphasis in theory, learning objectives in the affective domain are rarely implemented due to a lack of evaluation instruments and the difficulty of precisely stating affective objectives. What is the nature of this affective domain which receives so much "preaching" and so little "practice"?

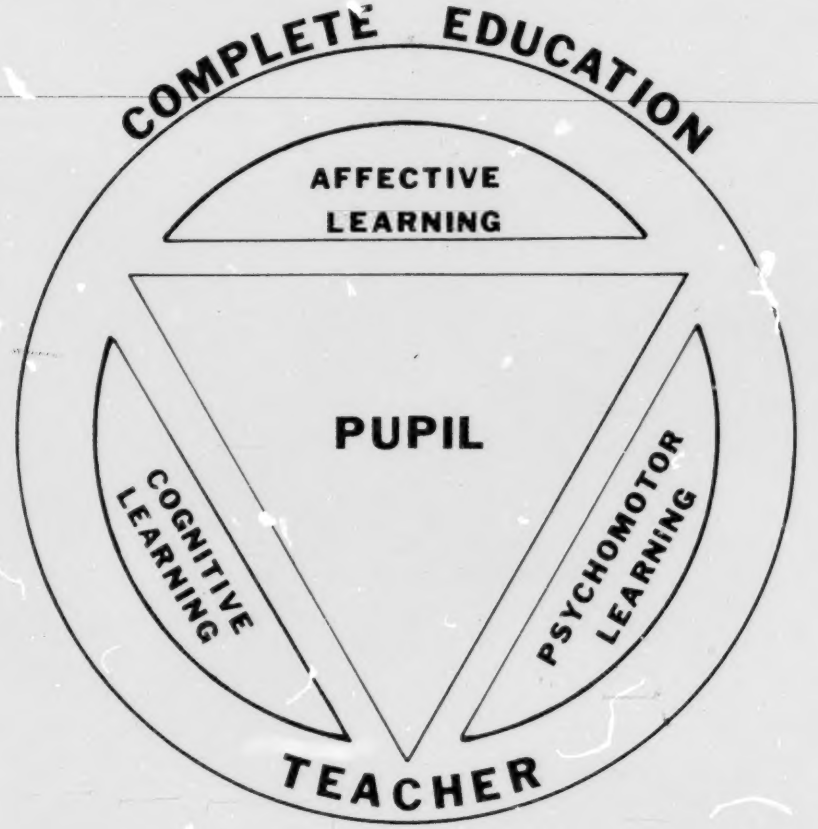
What is the Affective Domain?

Listen for a moment to what the poet E. E. Cummings has to say about two different sides of man's existence as he addresses his love:

since feeling is first
who pays any attention
to the syntax of things
will never wholly kiss you;

wholly to be a fool
while Spring is in the world
my blood approves,
and kisses are a better fate
than wisdom
lady I swear by all flowers
. . . . . .
for life's not a paragraph
And death I think is no parenthesis[1]

A rather impassioned and biased view, to be sure. There is not much doubt that the poet feels the world would fare far better with more "kisses" and less "wisdom". The two sides of man's existence about which he speaks are, roughly, the affective and cognitive domains. Affective education deals with "kisses", with feelings and emotions, personal and interpersonal well-being, self-concept and self-image, with personality development, adjustment, and maladjustment. It concerns itself with beliefs, fantasies, imaginings, and judgments made with incomplete data more than it does with certainties and facts. Its way is not always the way of reason and frequently is the way of mystery. It is "being" or "becoming" more than "doing". It is less like prose and more like a poem. Finally, affective education focuses on the heart, while cognitive education centers on the mind and psychomotor on the muscles. Together, the three comprise a whole, educated human being. The symbol on the cover of this *Guide* illustrates the idea of a **complete** education. All three sides of the pupil's personality — affective, cognitive, and psychomotor — receive attention from the education in an effort to help the pupil become a whole, effective human being.



Affective Domain and Behavior

The early days of psychiatry gave the term "affective" a negative connotation. A person's feelings were examined only if that person was emotionally or mentally ill. It was believed there was no need to be concerned with feelings in the healthy individual.

Gradually, since Freud and especially with the contributions of humanist psychologists and philosophers like Maslow, Rogers, Tillich, and Teillhard de Chardin, it has become accepted that affective growth takes place in all individuals, healthy or sick. More importantly, we recognize that the process of affective growth can be **guided** by other people toward either emotional health or emotional sickness. Beliefs, feelings, moods, and the like are all very capable of being "educated" or developed. In fact, they cannot help but be developed just in the process of living and encountering others. As humanist educator Arthur W. Combs states:

> We know that what a person believes about himself is crucial to his growth and development. We also know that a person **learns** this self-concept from the way he is treated by significant people in his life. The student takes his self-concept with him wherever he goes.[2]

Because the teacher is certainly a significant person in a young child's life, the teacher can hardly refuse the responsibility for guiding the child's affective education.

The humanist philosophers, concentrating their attention on man **as he is** and **as he acts** in the real world, have emphasized the inseparable bond between the affective domain and behavior. Affective education concerns itself with behavior; its goal is to "humanize" the educational experience. Sigmund Freud asserted long ago that no one does anything which is not important to him. Earl Kelley expands on this theme in claiming that

> How a person feels is more important than what he knows. This seems true because how one feels **controls** behavior, while what one knows does not.[3]

Kelley goes on to explain that while the facts of a situation can limit the range of behavior, feelings, beliefs, or values will have final say in determining the specific behavior. In discussing the same thing, educator Walter Thomas notes that affective education has to do with **values** and is "dependent on a **lack** of information"[4] – on how to make decisions when one does not have all the information one would like to have about a situation.

Thus, humanist educators see affective education as important **in and of itself** because feelings, beliefs, and values determine behavior and because they can be developed in a healthy way by concerned individuals, particularly teachers.

Affective Education: Reducing Dehumanization

Many humanist thinkers also feel affective education is important for a more specific reason: to combat dehumanizing forces which are more prevalent than ever in our society and in our schools. As George I. Brown relates:

> There is one crucial polarity in the process of Western civilization that is of directly relevant concern [to affective learning]: the dehumanizing vs. the humanizing society. This polarity is manifested in almost all dimensions of our existence: economic, political, social, **and educational**.[5]

The technological society and the industrial state, in their preoccupation with "things" have tended to neglect the human needs of people. This is a theme which needs little expounding. Schools, reflecting prevailing social values, have long been plagued by dehumanizing practices and their consequences. The following quotations exemplify educators' criticisms regarding dehumanization in schools:

> Somehow we have lost touch with the times, so we find young people opting out, copping out, and dropping out of the system. The processes of education have become concerned with non-human questions, and the system is dehumanizing to the people in it . . . So much of what we do in teaching is not concerned with people. It is concerned with rules, regulations, order and neatness. (A. Combs)[6]

> One of the things the school has mastered best is a fail-safe process of alienating children and youth . . . [The cry is] "don't get emotionally or personally involved, just institutionally involved." (W. Thomas)[7]

Humanists in general believe that society can overcome its dehumanization. As John Gardner declares: "Our goal should be a society designed for people; if we want it badly enough, we can have it."[8] The method for its achievement is well summarized by William Hitt:

> The humanist hopes for a world guided by love, reason and communication. Love is the active concern for humanity; reason is the power of intelligent thought; communication is genuine dialogue. Love motivates, reason guides and directs, and communication accomplishes.[9]

The humanist educator sees the same goals and procedures possible in the schools under the name of affective education.

The Symbiotic Relationship Between the Affective and the Cognitive

Many of those people who are in favor of humanizing the schools speak so fervently about affective education that they often leave the impression that affective learning and cognitive learning are unrelated and almost opposed. It almost seems that a choice must be made: either affective or cognitive, one or the other, but not both together. Actually, it would be as unthinkable to separate the affective domain from the cognitive domain as it would be to separate the heart from the mind in a human body. One without the other results in something less than life. In truth, it is as though the heart or affective part pumps nourishing blood to the brain or cognitive part and is essential to cognitive learning. According to George Brown:

> The cold, hard stubborn reality is that whenever one learns intellectually there is an inseparable accompanying emotional dimension. The relationship between intellect and affect is indestructibly symbiotic. And instead of trying to deny this, it is time we made good use of the relationship.[10]

At first, the evidence of a cooperative connection between affective and cognitive learning came from psychological studies with emotionally disturbed and disadvantaged children. As Bruno Bettelheim reports, "When successfully treated, many of these children make surprising progress academically."[11] Now, further studies are proving that a close, open and caring relationship between teacher and student does lead to greater academic gains for almost **all** students. Greenburg agrees, emphasizing the teacher's role in humanistic education:

> No matter how much emphasis is placed on such other qualities in teaching as educational technique, technology, equipment or buildings, **the humanity of the teacher is the vital ingredient** if children are to learn.[12]

Kelley supports this view but emphasizes the pupil's position:

> . . . if one thinks too little of himself, he becomes immobile and unable to learn . . . Subject matter and feeling are so closely intertwined that they can no longer be considered a duality . . . No matter what we do, affective learning goes on anyway.[13]

Summary on Importance of Affective Education

Many Western philosophers, from Plato onward, have emphasized that man's nature is two-sided, one side consisting of feelings and emotions and the other of thought and reason. Aldous Huxley even wrote an essay entitled "The Education of an Amphibian"[14] which portrays man as living half in the world of ideas and half in the world of experience. Yet, the important thing to remember is that man, unlike the amphibian, is **always** in **both** worlds, for the two are inseparably related. In order for education to be effective it must be both affective **and** cognitive, "kisses" **and** "wisdom", **at all times.**

To summarize why affective learning is important, there are three main viewpoints:

(1) Affective education is important in and of itself and is concerned with our emotional growth and development.

(2) It replaces a dehumanizing atmosphere with a humanizing, "man-centered" one.

(3) It is an indispensable aid to cognitive education.

History of Affective Education –
I. "Cognitive, First and Foremost"

Historically, affective education has not always been viewed as an important part of public education. Traditionally, the approach toward education in this country has focused on the cognitive domain – on "book larnin' ", on the "Three R's". Schools, the theory went, were meant to do what they could do better than the home or the church – namely, instill knowledge. The building of character and emotional development were the

proper responsibilities of parents and pastor. Teachers were to view the child as the "tabula rasa" or "blank sheet" of which philosopher John Locke spoke, an intellectual void to be filled with facts. Educational debate centered on alternative methods of teaching in the cognitive domain.

When John Dewey and the "Progressive School" of philosophers rebelled against such things as rote memorization and the existing physical design of school buildings, suggesting that learning should be related to experience, their main concern was improving cognitive education. Affective learning merited attention only insofar as it contributed to the cognitive domain. Recovery from the Second World War gave further impetus to faster and more complete cognitive learning in this country by increasing the demand for scientists and technologists, for "experts" and "specialists". The most recent spur in this direction was the reaction to the launching of Sputnik and the possibility of Russian superiority in science and math education which led to various curriculum improvements in the cognitive domain in the late 1950's. Hence, by the early 1960's, and to a lesser degree today, there would be little evidence to refute the cynicism towards the over emphasis on cognitive learning expressed by Mark Twain a century earlier:

> "I have never let my schooling interfere with my education."[15]

or the remark of the English statesman, Sir George Savile, three centuries ago:

> "Education is what remains when we have forgotten all that we have been taught."[16]

History – II. The Shift From Cognitive to Affective

Changes in social relations and in the culture as a whole have caused educators in the last decade to reconsider, more than ever before, the directions of education. Vast increases in childhood exposure to mass media, along with the related decline of the family and religion as strong influences in education, have meant that "character building" and emotional development have, often by default, become the business of schools. The worry over the dehumanizing effects of our highly technological society and many other conditions have added urgency to the teacher's new role in affective education. Increasingly, people have come to agree with an opinion well-stated by Combs:

> The trouble with education today is not its lack of efficiency but its lack of **humanity**. Learning is not a mechanical process, but a **human** process.[17]

History – III. The Current Approaches to Affective Education

The actual response to the recognized need for humanizing education by shifting the emphasis to the affective domain has been widely varied and often less than highly successful. On the one hand, curriculum planners and teachers may give top priority to affective goals like good citizenship, healthy interpersonal relations, emotional well-being,

and concern for others, and yet to parents and children alike it will appear that test scores are still the final measure of the quality of an education. In other words, all talk and no action, or lip service. At the other extreme, experimental schools of all sorts have become so enamored with affective education and making school a "nice place to be" that cognitive learning is ignored or maybe merely assumed, but never really accomplished. The **whole** person is not considered. And somewhere near the middle between these extremes lies a school where affective education (through games, group activities, or student-teacher private talks) **and** cognitive education both receive attention, but in such a manner that the two are seen as unrelated. The heart and mind both grow but they do not seem to be parts of the same whole body.

In almost every case anywhere today, assessing progress is very difficult with regard to the affective domain. The method of assessment which applies so well to the cognitive domain refuses to work in the affective because precise and measurable behavioral objectives are generally not devised, at least not in any systematic manner. Where goals are not well-defined, the paths to attain them will be unclear and the justification for particular turns along the way will be hopelessly unconvincing.

The Battelle/Project Alpha Approach to Affective Education

Since its inception in 1970, the Center for Improved Education at Battelle Memorial Institute in Columbus, Ohio, has directed its energies towards various procedures for making education "a human enterprise".[18] In the theoretical research behind "Project Alpha" in the Niles (Michigan) Community Schools (see Foreword and Appendix B), Battelle researchers arrived at solutions to the major problems in affective education assessment as described in the previous paragraphs. In an initial proposal for the Project, Battelle's thoughts and project objectives are summarized:

> Despite this objective and evaluation void (in affective education), educational systems continue to claim to teach and reach such broad goals in the affective domain as good citizenship, personal development, and morality. These broad goals in the affective domain must be broken down into specific learning objectives with evaluation instruments before the educational system can claim accountability.
>
> To meet this void in the affective domain, this project will bring together theories of humanistic psychology, human development, and accountability while focusing on learning objectives in the affective domain. As a result, the project will develop guidelines and provide resources for the development of affective objectives. Specifically, a procedure for the development and use of affective objectives and affective measurement criteria will be developed . . .
>
> . . . the following are the enabling objectives:
>
> (1) To formulate a conceptual description of the effective human being to be used as a foundation for the development of learning objectives in the affective domain
>
> (2) To create a pool of affective objectives that are appropriate to various communities

(3) To specify measures and/or indicators for each of the affective objectives in the resource pool

(4) To delineate a procedure for developing affective objectives at the local level.

Thus, the concern of the Battelle approach is with assessment of progress in affective education, with a well-defined goal and measurable objectives. The assumptions, on which the approach is based, are:

(1) The ultimate aim of education is to help each student be an effective human being.

(2) The effective human being represents a good balance of the cognitive and the affective.

(3) The public schools have responsibility for dealing with both the cognitive domain and the affective domain of the student.

(4) The system must have a model which it is working toward – the effective human being.

(5) The system must explicitly describe this effective human being in terms of objectives and state how they intend to reach the objectives.

It is this Battelle approach to affective education which will be presented in full in the succeeding chapters of this *Guide*. To Battelle, affective education is an important part of educating a **whole** (cognitive education and psychomotor education are the other interrelated parts). The process must allow for assessment of progress and must proceed by measurable learning objectives in an orderly fashion towards an ultimate goal. Therefore, let us begin a look at this model for affective education with a consideration of this end product, the heart-mind-and-muscle combination called the Effective Human Being.

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CHAPTER 2 THE EFFECTIVE HUMAN BEING*

> . . . it looks as if **there were** a single ultimate value for mankind, a far goal toward which all men strive. This is called variously by different authors self-actualization, self-realization, integration, psychological health, individualization, autonomy, creativity, productivity, but they all agree that this amounts to realizing the potentialities of the person, that is to say, becoming fully human, everything that the person **can** become.
>
> Abraham Maslow[1]

The Human Situation — Social Problems

Our society abounds with social problems. Underlying these social problems are a number of individual psychological problems. In the following pages we will consider both.

International conflict is one of the most constant problems faced by society. The uneasy fear of all-out nuclear war hangs over all people. In this country, violence resulting from racial strife has been a pervasive social problem for many years in the North as well as in the South. Major crimes and delinquency continue to increase at an accelerating rate. Many citizens demand more crime control and law enforcement, while others call for preventive measures and greater efforts in rehabilitation.

The drug problem has grown to monstrous proportions in recent years, infecting high schools and even junior high schools. And no one seems to have a reasonable solution. Mental illness afflicts a growing number of people in our society. Many of these individuals simply cannot cope with the many problems they face, and adequate treatment is often difficult to obtain. Similarly, the welfare program seems to have gotten out of hand, with no rational and humane solution in sight. In industry the diverse problems of unemployment and poor labor-management relations demand attention and solution.

Environmental pollution has become a problem of great concern during the past several years. Related to environmental degradation is the population explosion. Both problems require that we do something now in order to avoid a disaster a hundred years from now, and it is difficult to get really worried about a future so distant.

The Human Situation — Private, Individual Problems

These are some of the critical social problems facing Americans today. All of these social problems can be attributed to a great extent to underlying psychological problems within individuals. International conflict, for example, is more of a psychological problem of individuals than it is a problem of political science. And drug abuse has underlying

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*Adapted from Chapter 4, The Effective Human Being, by William D. Hitt in his book, *Education as a Human Enterprise* (Worthington, Ohio; Charles A. Jones Publishing Company, 1973).

psychological causes as important as economic or other factors. Psychological problems involve one's relationship with himself as well as his relationship with others. The two are interrelated. What are the important psychological problems facing man today?

Lack of Identity. The individual asks himself "Who am I?" and cannot answer. He lacks a center core, a sense of identity. People learn to play many different roles in their everyday lives. They assume a given mask for each of a number of different situations. Gradually, role-playing becomes a way of life. Then, finally, they ask themselves, "Who am I?"

Lack of Authenticity. Role-playing leads to a lack of authenticity. People think and feel one thing, but say something else. They say those words that appear appropriate for given situations, even though these words do not reflect their actual thoughts. We sometimes hear the words spoken by an individual and wonder what he is really thinking or feeling. This frequently becomes a type of game-playing behavior, with each participant in the discussion making certain statements and taking great care not to reveal his actual thoughts or feelings.

Closed-Mindedness. Many individuals spend much time defending their positions, trying to prove that they are right and others are wrong. These individuals assume that **their** way is the one and only way to truth. The old saying, "Don't bother me with the facts, because my mind is already made up", represents this attitude.

Fear of Freedom. All individuals discover at some point in their lives that they have considerable freedom. They discover that they are free to choose what is right and what is wrong for them, their personal philosophy and religion, their way of life, and many other alternatives. This discovery of freedom is often frightening. Fear of freedom can force the individual to return to a world of dogma and authority. He searches for someone who will tell him what he should do, what he should think. He returns to the womb of external authority, and especially that authority which gives easy answers to his questions.

Lack of Responsibility. The individual does not wish to assume responsibility for his own life. He does not want to establish his own principles and then live by them. He would rather delegate authority to some external source. Many individuals find it difficult to say, "I made the decision, and it was wrong". It seems much easier to pass the blame on to someone else. Or, it might be easier still just to ignore the situation and pretend that nothing ever happened.

Poor Communication. People do not listen to each other. In conversation or discussion, each participant expresses his thoughts, then waits his turn to express his thoughts again without listening to what others have said. Another common occurrence in the communication process is that the individual does not engage his total self in the process. He may participate at the cognitive level but not at the affective level, intellectualizing the particular problem under discussion without revealing his feelings about the matter.

Irrationality. We see irrationality in many everyday events – from personal negotiations to the establishment of educational priorities. In heated debates in which each person is trying to gain acceptance for his own point of view, reason frequently goes "out the window". We see all around us examples of false charges, slogans, and simplistic solutions which ignore or twist the facts. We see many people who feel more secure with superstition than they do with facts.

Lack of Coping. Problems abound in every sphere of activity and each individual confronts many problems during his lifetime. Many individuals do not want to deal with these problems. It seems much easier to ignore the problem, to postpone any confrontation with the problem, or to pass the responsibility on to someone else. These individuals do not seem to have the wherewithal – in ability or temperament – to actively cope with their problems.

Lack of Concern for Others. Another fundamental human problem in our society is the lack of compassion shown by many people. The individual's goal is to promote his own welfare rather than the welfare of others. We see too few examples of active concern for the other person. People are treated as means rather than ends, as objects rather than living beings. Also, we superimpose our own values on other people, and then fail to understand why they do not respond accordingly.

Lack of Commitment to the Everyday. Many individuals seem to feel that happiness and success are "out there" somewhere in the future. Today is just another day, an insignificant part of the individual's life. There is not total personal commitment to what the individual is doing at the moment. Consequently, the individual may pass through a lifetime without ever putting his total self into the balance.

Analysis of the Problems

Because of the interrelation of social problems and private, individual problems, if we could analyze and treat the psychological ones we would be a long way towards solving the social ones. Building on the ideas of theologian Martin Buber[2], we may look at problems between men in terms of "subjects" and "objects". The person as a "subject" is one who looks out on the world, who acts on the world. Conversely, when a person is an "object" he is looked at by the world and acted upon by the world. The subject is an "I", a being; the object is an "It", a thing. Anyone may be a subject or an object in a situation, depending on his own attitudes towards himself and others and how others choose to treat him.

When people interact with each other as objects they treat each other as "things" and not as human beings. Their communication is preprogrammed, lacks spontaneity, and reminds one of the automaton-people in George Orwell's **1984.** They do not think nor feel; they merely respond.

When one person acts as a subject and treats the other as an object, this is a master-slave relationship. The object-person is manipulated and controlled like a human

guinea pig by the subject-person. There is only one-way communication and compassion is lacking. We see this relationship in the large organization where an individual employee (object) feels at the mercy of those above him (subjects).

In the subject-subject relationship, two free, thinking and feeling human beings are communicating with each other on an equal level. Each is influencing and being influenced by the other. We find this type of relationship often between two scientists cooperating as equals on a research project to which they are both committed mind, body and soul. We also find this type of relationship in the case of a teacher interacting with a student in authentic dialogue, in which both are participating as learners.

The point here is that **the subject-subject relationship is the only authentic human relationship.** Reducing psychological (and therefore social) problems would be much easier if people communicated as subject to subject. This insight of Martin Buber into the nature of relations between people offers a cornerstone for constructing a model of the effective human being. In essence, the effective human being is an individual who sees himself as a subject, as a whole human being, and is able to view other people as subjects, too.

Characteristics of the Effective Human Being

What does it mean to be fully human? There is a great deal of psychological research which suggests answers to this question. The researchers refer to terms such as the "self-actualizing" person, the "healthy personality", the "productive individual", and the like. In all cases the investigators are concerned with human potentialities and the realization of these potentialities.

We will build on this past research as we present a model of the effective human being. Much of the work comes from systematic studies of individuals who appear to be living up to their potentialities. As would be expected, there is no consensus among investigators regarding their individual models of the effective human being. Therefore, the Battelle model is built merely on areas where there is the greatest agreement. Special acknowledgment is given to the late Abraham Maslow for his ideas on the self-actualizing person.[3]

We start with the premise that man is more than we can ever know about him. It follows, therefore, that any model of the effective human being can be only tentative. We can formulate only a partial model of the effective human being – only a rough approximation – as we endeavor to put into words the characteristics of individuals who are becoming fully human. In fact, we accept at the outset that humanness cannot be adequately portrayed in words.

Given these qualifying statements, we will now present a tentative model of the effective human being. In capsule summary, our model portrays the effective human being as a person who has a strong and stable self-concept, a sense of personal identity. His thoughts, feelings, words, and actions are unified and consistent. He is open to correction. He is able to generate his own ideas and make his own decisions. He is accountable to himself and to others for his actions. He is an effective communicator. He has the ability to think rationally. He is an effective problem-solver. He has an ac

concern for the welfare of other people. He has a zest for life. Each of these characteristics is defined below.

Identity is the sense or feeling of being the same person over time; there is a center core that gives continuity to one's life. Erich Fromm, the great psychoanalyst, defines identity as "the experience which permits a person to say legitimately 'I' — 'I' as an organizing active center of the structure of all my many actual or potential activities."[4] The effective human being has a unified set of values, a personal philosophy that guides and gives meaning to his life. He has identity; he is a subject and not merely an object.

Authenticity means genuineness. The authentic person is himself; his thoughts, feelings, and actions are consistent with one another. When we hear people describing a given individual as being "for real", they mean that he is authentic. Martin Buber tells the story of Rabbi Zusya, who said, a short while before his death: "In the world to come I shall not be asked: 'Why were you not Moses?' I shall be asked: 'Why were you not Zusya?' "[5] What the authentic person thinks, feels, says, and does are consonant, and are guided by his personal philosophy of life.

The **open-minded** person is accessible to new ideas and approaches. He desires every possible insight; he looks for other sides to any question. He realizes that truth may have many channels; he is not restricted by dogmatic beliefs. Almost twenty-five hundred years ago, Plato stated: "Openness to correction is acquired by education and is a sign of distinction."[6] The open-minded person knows that he is not now what he is capable of becoming. He continues to transcend that which he was before, in a never-ending cycle. Throughout his life he continues to question, to search, to listen, and to learn.

Independence is the ability to stand alone. The person of independence has his own ideas and can make his own decisions. In his great essay, "Oh Liberty", John Stuart Mill noted the problem of the individual who would not do his own thinking: "He who lets the world . . . choose his plan of life for him, has no need of any other faculty than the ape-like one of imitation."[7] The person of independence does his own thinking; he is not limited to what others think. Sometimes he is with the majority; sometimes he is all alone. He fights for his inner independence under all conditions.

Responsibility means being answerable or accountable for one's own actions. The effective human being makes his own decisions, and then assumes responsibility for the consequences of those decisions. He does not shift the burden on to someone else. The close relationship between freedom and responsibility has been emphasized by philosopher Immanuel Kant: "Man alone is free. But if man gives free rein to his inclinations, he sinks lower than an animal because he then lives in a state of disorder which does not exist among animals."[8] The effective human being wants his freedom and he is willing to assume responsibility for this freedom.

Communication is defined here as genuine dialogue. **Genuine** dialogue means that the participants are authentic in their conversation. The objective of dialogue is to understand, to grasp the meaning of what is said, and to respond in an authentic manner. Dialogue is open communication, receptive to each point of view. Erich Fromm defines dialogue as a helping relationship between two participants: "In every fruitful dialogue, each participant must help the other to clarify his thought rather than to force him to defend formulations about which he may have his own doubts."[9] The effective human being communicates with the other person as subject. He meets him as a participant, in trust rather than suspicion, in openness rather than concealment.

Reason is man's highest power of intellect. It is a joining of logic and intuition, grounded in facts but inspired by imagination. Jerrold Zacharias has listed the values that characterize the scientific enterprise: longing to know and to understand, questioning of all things, search for data and their meaning, demand for verification, respect for logic, consideration of premises, and consideration of consequences.[10] Inasmuch as the scientific enterprise is closely allied to reason, we can say that these values also characterize reason. Karl Jaspers stresses that the man of reason sustains his reason even in the face of irrationality: "Whoever in battling the dragon becomes a dragon himself, has already lost the battle, even if he wins."[11] Through reason, the effective human being, as a subject, has a connecting link with other subjects. Reason provides the common ground.

Problem-solving means to cope. This is the opposite of rationalizing one's failures, projecting one's shortcomings onto others, or trying to escape from the problem. John Gardner suggests that man is a problem-solver by nature: "Total absence of problems would be the beginning of death for a society or for an individual. We aren't constructed to live in that kind of world. We are problem-solvers by nature, problem-seekers, problem-requirers."[12] The effective problem-solver takes a systematic approach to his attack on problems. First, he is able to identify a problem and to state the problem clearly. He then proceeds to generate reasonable alternatives for attacking the problem, to evaluate the various alternatives according to specific criteria, and then to select the alternatives that best meet the criteria. He is able to apply this sequence of steps to most problems which confront him. The effective problem-solver also is able to cooperate with others in solving problems. The effective human being knows that the world has many problems, and that he will be faced with problems for the rest of his life, but he will cooperate with others in coping with these problems.

Active concern for others characterizes the effective human being. By "concern", we mean a genuine interest in the other person. By "active concern", we mean that the individual will actually engage himself in doing something to help the other person. Here we are referring to compassion and empathy. To be compassionate, Immanuel Kant gives us a guiding principle: "Act in such a way that you always treat humanity . . . never simply as a means, but always at the same time as an end."[13] The effective human being strives to put himself in the place of the other person, to see the world through his eyes.

Finally, a **zest for life** radiates from an effective human being. He finds joy and pleasure in life. He has ideals, hopes, goals, and plans that give meaning and satisfaction to his life. Maslow found that ". . . self-actualizing people enjoy life in general and in practically all its aspects, while most people enjoy only stray moments of triumph, of achievement or of climax or peak experience."[14] It appears that the effective human being is guided by the philosophy presented in Kahlil Gibran's *The Prophet*: "Your daily life is your temple and religion. Whenever you enter into it take with you your all."[15] The effective human being enjoys his daily life and is rather optimistic about life in general. He is a totally existing person each day.

In addition to these characteristics, there are several integrating traits that relate to the effective human being. For one thing, the effective human being lives in **both** the world of reason **and** the world of feeling. It is not reason **versus** feeling, but, rather, reason **with** feeling in the fully human person. He is both rational and compassionate.

The effective human being is a total person. In being a total person, he manifests a **balance** of **all** the traits. For example, he would not pursue reason to the exclusion of his concern for others. Nor would he manifest authenticity to the exclusion of reason. He is able to be open and authentic with another person, while at the same time being rational and compassionate.

A third integrating characteristic of the effective human being is that he is constantly "becoming" or developing. The effective human being is continuously moving from a lower level of potentiality to a higher level of actuality. He never "arrives", but he is constantly becoming more human.

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CHAPTER 3 AFFECTIVE OBJECTIVES IN EDUCATION

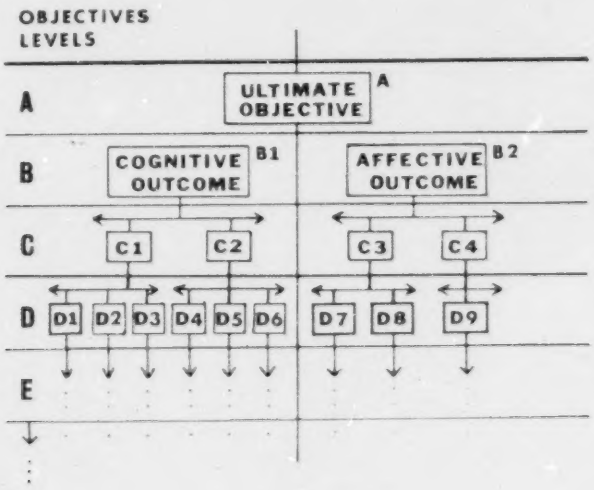
> . . . what is mostly wrong with the public schools is due not to venality or indifference or stupidity, but to mindlessness . . . it simply never occurs to more than a handful of teachers, principals, and superintendents to ask **why** they are doing what they are doing — to think seriously or deeply about the purposes or consequences of education.
>
> Charles Silberman[1]

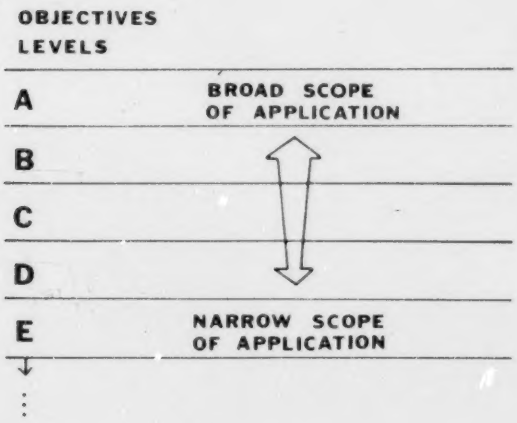
Importance of Educational Objectives

Educational assessment demands the formulation of learning objectives. Any activity is of real value only insofar as it achieves its goal or goals, so the objectives must be stated and must be clear and concrete enough so that one can tell when they have been achieved. Objectives provide a means of evaluation, of measuring progress in education. Without such objectives, improvements in educational methods would be difficult to make. For teachers, administrators, parents, and students alike, stated educational objectives provide (1) a measure of how far one has progressed, (2) a measure of how well present methods are succeeding, and (3) a guideline to what is to follow, to where everything is leading, and what the end product will be. Without clearly, logically stated objectives, education will not only lack accountability but will also be "mindless".

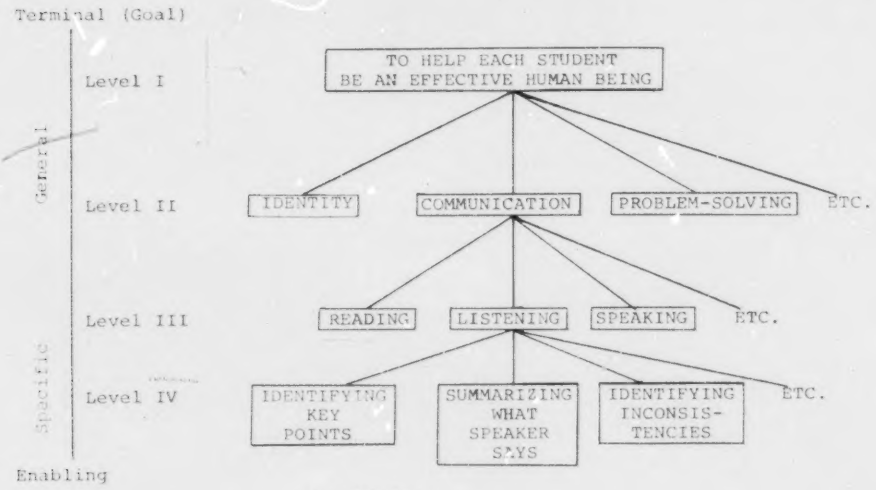
The Objectives Hierarchy

The learning process requires logically ordered objectives or it will dissolve into a series of unrelated tasks leading nowhere. Perhaps the most successful way of ordering educational objectives is in the form of a hierarchy or pyramid. Starting with the general, overall, end-product objective at the top and proceeding down through more and more specific objectives, the hierarchy provides a comprehensive, functional means of organizing objectives.

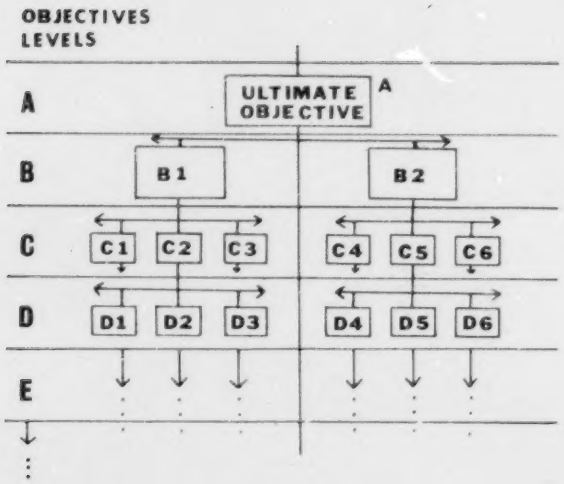




The hierarchy links objectives into an internally consistent focusing of energies toward the accomplishment of the ultimate objective. An example follows of an objectives hierarchy, from "enabling" behavioral objectives at the bottom to a "terminal" behavior at the top:



It should be remembered that an educational objectives hierarchy includes both affective and cognitive learning. The objectives in each domain contribute and build toward the ultimate objective or overall goal.



In the case of the Battelle approach to affective education presented in this *Guide,* the effective human being described in the previous chapter is the goal or terminal objective in the hierarchy. Development of such an individual represents the philosophy of the entire system or hierarchy of objectives. In the preceding figure, this goal is found on Level I. With that in mind, the four levels in a hierarchy of learning objectives could be restated as follows:

General	I	Philosophy of the System	(to help student become an effective human being)
	II	Systemwide Objectives	(10 characteristics of the effective human being)
	III	Program Objectives	(sub-characteristics of the effective human being)
Specific	IV	Learning Objectives	(specific aspects of sub-characteristics)

Just as the ten characteristics of the effective human being represent the systemwide objectives, so sub-characteristics of the effective human being comprise the program objectives. They serve to expand or clarify the meaning of the ten major characteristics. Consequently they are more specific and concrete. It is not necessary for a person to possess all fifty sub-characteristics to be considered an effective human being. The following characteristics and sub-characteristics of an effective human being are objectives to which all activities within a school program, curriculum or entire school system could lead:

IDENTITY

1. Has an integrated set of values
2. Has goals and objectives

3. Has a clear self-image
4. Has the ability to act on his values, goals, objectives, and self-image
5. Has the ability to accept the results of his acting on his values, goals, objectives, and self-image.

AUTHENTICITY

6. Has the ability to analyze his own thoughts
7. Has the ability to analyze his own feelings
8. Has the ability to analyze how thoughts and feelings relate to each other
9. Has the ability to act on his analysis of thoughts and feelings
10. Has the ability to accept the results of his acting on his analysis of thoughts and feelings.

OPEN-MINDEDNESS

11. Has an openness to divergent ideas, approaches, and points of view
12. Has the ability to search for divergent ideas, approaches, and points of view
13. Has the ability to listen to divergent ideas, approaches, and points of view
14. Has a willingness to share new ideas and approaches
15. Has a willingness to modify opinions as a result of new evidence.

INDEPENDENCE

16. Has the ability to generate new ideas
17. Has the ability to make his own decisions
18. Has an inner dependence on himself based on his ideas and decisions
19. Has the ability to act on his ideas and decisions
20. Has the ability to accept the results of acting on his ideas and decisions.

RESPONSIBILITY

21. Has the ability to state his individual responsibility
22. Has the ability to state specific consequences related to areas of his individual responsibility
23. Has the willingness to change individual actions based on the evaluation
24. Has the willingness to communicate to others his individual statement of reason
25. Has the willingness to be evaluated on his individual statement of responsibility.

REASON

26. Has the ability to distinguish fact and opinion
27. Has the ability to state assumptions and deduce consequences
28. Has the ability to reason with others
29. Has the willingness to express his ideas as opinion, not absolute fact
30. Has the willingness to challenge others' expressions of fact.

PROBLEM SOLVING

31. Has the ability to define a problem
32. Has the ability to solve a problem systematically
33. Has accepted problem solving as a way of life
34. Has a willingness to share his statement of the problem and a systematic way of solving it
35. Has a willingness to accept the consequences of his problem statement and his problem-solving method.

COMMUNICATION

36. Has the ability to comprehend with understanding
37. Has the ability to verbalize clearly
38. Has the ability to engage in genuine dialogue
39. Has the ability to present ideas in such a way that it facilitates openness and trust
40. Has the ability to facilitate the clarification of the thoughts of others.

CONCERN FOR OTHERS

41. Has the ability to view each person as a unique individual
42. Has the ability to put himself "in the other person's shoes"
43. Has the ability to exhibit a genuine interest in another person
44. Has a willingness to share his concerns and problems with others
45. Has a willingness to help other persons with their concerns and problems.

ZEST FOR LIFE

46. Has the ability to enjoy life most of the time
47. Has the ability to respect all life
48. Has the ability to be conscious of peak experiences
49. Has a willingness to share his ideas, hopes, goals, and plans which give meaning and satisfaction to his life
50. Has a willingness to share others' ideas, hopes, goals, and plans.

It is useful at this point to note that these second-level learning objectives or sub-characteristics could have been stated differently, but with a corresponding loss of clarity and impact. Consider, for example, the following two systemwide affective objectives:

- The student will appreciate education as a means for acquiring moral strength, wisdom, and vitality.

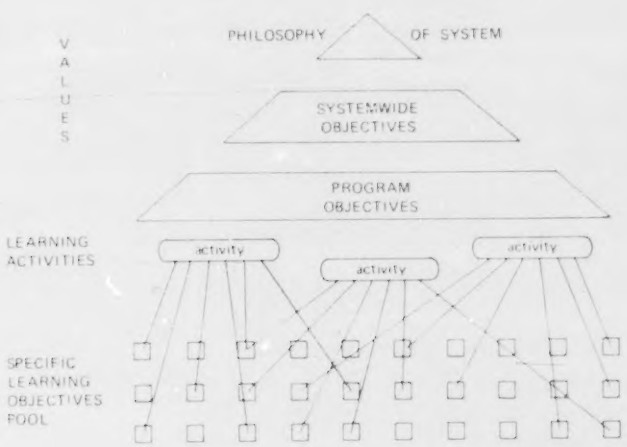
- The student will believe that the individual has responsibility to build a better life for all.

These are certainly worthy objectives, yet they are not related to each other nor to anything else – that is, they are not part of an objectives hierarchy. The ordered arrangement of objectives in a hierarchy, from general to specific, allows for comparisons to be made between objectives at the same hierarchical level and between objectives at different hierarchical levels. Each characteristic is "branched" until a highly specific **learning objective** is reached. The question of "how" to reach the general objective is answered by going **down** the hierarchy, and the question of "why teach a specific behavior" is answered by going **up** the hierarchy. Thus, the hierarchy acts as a "map" for understanding and working with learning objectives.

Learning Objectives

The top of the objectives hierarchy – the philosophy of the system, systemwide and program objectives – represent values to be attained through educational processes or activities. The specific learning objective is a statement of learning intent and represents the desired outcome of a specific learning activity. An activity can possess many learning objectives, all leading to a higher, broader program objective.

Learning objectives stem logically from program objectives. In a well-constructured hierarchy, if all the learning objectives branching down from one program objective are reached, then the program objective itself has been attained. Like other objectives, learning objectives should be related logically to each other as well as to more general objectives. For example, consider the following illustration:



Program Objective: The student can demonstrate a clear awareness of his self-image.

Learning Objective: (1) The student can state his own awareness of his self-image.

(2) The student can predict future behaviors based on the stated self-image.

(3) The student can experience feelings related to his experience of self-viewing.

(4) The student can express feelings related to his verbalization of past experiences as they relate to self-image.

A Pattern for Structuring Learning Objectives

In this case, all learning objectives relate to the program objective but otherwise there is little connection between them. **In order to compose consistent new objectives and make sense out of them, one must follow a pattern in structuring them.** One quite successful approach, used by Battelle, begins by dividing learning objectives into (1) intellectual, (2) behavioral, and (3) emotional categories depending on which aspect of the pupil's personality the objective is aimed at. Furthermore, for each objective in any category, the pupil can demonstrate achievement of the objective in one of five ways: (1) experiencing something, (2) stating something or doing something, (3) relating the personal meaning of his statement or action, (4) relating the activity to his past experiences, or (5) predicting the effect the activity will have on his future behavior. Thus each objective can be categorized according to (a) what part of the personality the objective is aimed at and (b) what sort of response is expected from the student to show that he has achieved the objective. The combination of these two approaches to learning objectives forms a matrix by which any specific objective can be categorized:

TARGET ASPECT OF PERSONALITY *

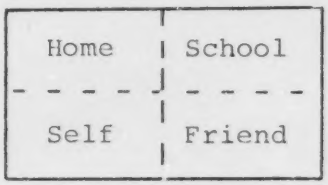
RESPONSE DESIRED	Intellectual	Behavioral	Emotions Related To: Intellectual	Emotions Related To: Behavioral
Experiencing				
Stating or Doing				
Relating Personal Meaning				
Relating to Past Experiences				
Predicting Future Effect				

*Each matrix cell represents a different learning objective.

The learning objective must be related to a specific activity in order to have any practical meaning. For the purposes of illustrating the aforementioned pattern by which learning objectives are categorized let us imagine an affective learning activity:

ACTIVITY (for grades K-3):

On a piece of paper divided into four parts the pupil will draw or write something important having to do with: (a) school, (b) home, (c) yourself, (d) a friend.



EXAMPLE OF
PROGRAM OBJECTIVE:

The pupil has the ability to be conscious of peak experiences (Zest for Life)

EXAMPLES OF
LEARNING OBJECTIVES:

1. Intellectual

   a. The pupil will complete the drawings or writings
   (experiencing)
   (stating or doing)

   b. The pupil will state the personal meaning for him of being conscious of peak experiences – Ex.: Pupil says "Many important things happen at school"
   (relating personal meaning)

   c. The pupil will verbalize past experiences in which his ability to be conscious of peak experiences is demonstrated – Ex.: Pupil says "My house used to be bigger but part of it burned down."
   (relating to past experiences)

2. Behavioral

   a. The pupil can act on his ability to be conscious of peak experiences – Ex.: The pupil joins in more school activities after drawing a picture of playground and children at play.
   (stating or doing)

3. Emotional

   a. The pupil can express feelings related to future activity based on consciousness of peak experiences – Ex.: Pupil says he wants to live in a modern house when he grows up because of what he drew.
   (predicting future effect)

This example illustrates that any program objective, or sub-characteristic of an effective human being, may be divided into twenty different learning objectives according to the matrix discussed above. However, certain objectives may be more relevant than others depending on the activity to be performed. Not every kind of learning objective represented on the matrix is equally applicable to every activity. Chapter 4 will show that it is up to the teacher to choose the specific objectives most appropriate to a specific activity. For a more complete illustration of an expanded learning objectives matrix, see Appendix F.

Characteristics of Well-Stated Objectives

First and most importantly, learning objectives should be consistent with educational intentions. In structuring an objective one must translate desires and expectations into clear statements of anticipated outcome. Second, the objectives taken together should form a comprehensive whole. Each lower level of objectives must adequately cover all the objectives on the next higher level. Third, objectives must be stated clearly, in precise terms. Everyone reading the objective should get the same meaning from it. Fourth, learning objectives for a school system should be internally consistent. That is, accomplishing one objective should never hinder the accomplishing of another objective. Fifth, learning objectives should be stated so as to accommodate and even encourage individual differences among students. Each student should be allowed to develop as a unique person. Sixth, statement of objectives should be realistic in taking into consideration existing limitations and restraints. In other words, the objective should be **reasonable,** recognizing boundaries imposed by money, law or geography. Seventh, educational objectives should be attainable yet challenging. Reaching one objective should lead a student on naturally to the next objective. Finally, related to attainability, educational objectives should be stated so that measures or indicators of their achievement can be formulated. The issue of measures and indicators for affective educational objectives merits special discussion.

The Problem of Quantitative Measurement

Measurement is the traditional, and still overwhelmingly the most common, method for assessing the completion of educational objectives. Simply stated, measurement means the assignment of numbers to events or activities according to a fixed set of rules. For example, "The student solved 90% of the multiplication problems within the 10-minute time period" is a measurement of achievement of specific learning objectives in the cognitive domain. And therein lies the problem with measurements: they work well for cognitive objectives concerned with "hard learning", but they fail to assess affective objectives in most cases. Feelings and emotional development simply do not translate well to quantitative terms. We cannot say someone is showing 10% more concern for others now than he did three weeks ago. The best we can do is identify that something is "more than it was" or "less than it was", and even then we must be able to supply the proof in order to be held accountable for our actions.

A famous English poet once said something to the effect that analyzing a poem, picking it apart word by word and line by line, was like placing a violet in a crucible. In

analyzing the poem one would totally destroy its essence. The idea of quantitatively measuring a student's affective education seems equally destructive. If an affective objective is worded so that its achievement can be measured with numbers, it is almost certainly an objective which restricts the desired behavior of the student to a very narrow range of possibilities. Such an objective, common in the cognitive domain, is called a "closed-loop objective". What is required in affective learning is "open-loop objectives", which allow for freedom in a student's response yet permit achievement to be somewhat determined.

Indicators for Affective Objectives

The answer to the problem lies in the use of **indicators** as opposed to measurements. An indicator is "a sign of" something that "implies the existence of" a certain behavior. When a teacher observes a student behaving in a particular manner, he can often assume that he knows the motives behind the student's action. For instance, if the student voluntarily chooses to tutor disadvantaged students, this is an indicator that he has some feeling of concern for disadvantaged students. It is up to the teacher to judge whether there is more of this feeling of concern present than previously, but at least it seems evident that the student is partially achieving a major program objective by his action. Unfortunately, observable actions sometimes do not reflect accurately the feelings behind the action. As William Hitt states: "...a person may **behave** as though he is compassionate toward another person, but not actually **feel** any compassion toward the individual. We must be constantly reminded of the trap of assuming that the student's overt behavior and the desired learning outcomes are equivalent."[2] So, with regard to affective objectives, measurement is usually impossible and using actions as indicators is often unreliable. What's left?

Methods of Indicator Reporting

Battelle feels that "indicator reporting" about accomplishing a particular learning objective during a particular activity can take any one of four main forms. They are:

(1) Student self-report, alone: here the student reports that he has a feeling of concern for another student after a particular activity. He may report in writing or orally, perhaps in a private one-to-one talk with the teacher.

(2) Teacher reports, alone: the teacher observes student action indicating that the student feels concern for another student although student does not express the feeling in any other way.

(3) Teacher reports **and** student reports: teacher observes an action by the student as meaning something, and the student confirms that interpretation either orally or in writing.

(4) Student reports **and** teacher reports: here, the previous situation is merely reversed – the student reports a feeling and the teacher confirms it by observing the student in action.

Of these four types of indicator reporting, obviously 3 and 4 are the most reliable and 2 probably the least reliable. If the teacher is properly performing his role in an affective education (see Chapter 5), then there should be such an atmosphere of trust and openness in the classroom that a student would want to accurately report his particular feelings and reactions. The student's own reporting, therefore, generally provides the best indicator for affective objectives.

The Role of Human Judgment

In summary, affective objectives are most useful when indicators have been noted to mark their achievement. And it is possible to have reliable indicators only when an objective is stated clearly and concisely and is only directed at one particular, reportable behavior.

When constructing an objective, an essential consideration is "Is it possible to tell when it has been achieved?" Often a student will report that he has achieved the objective by what he says or writes. More often however, the student merely behaves in a certain way and it is up to the teacher to interpret the behavior so as to tell whether an objective has been achieved. In these instances, a teacher's human judgment becomes the "indicator tool". And the teacher should not hold back from using human judgment when other indicators are not present. As Combs affirms, assessment of intelligent behavior "... calls for human judgment ... currently regarded with suspicion and disdain by accountability 'experts'. What a pity! Human judgment is what we must use at every phase of our normal existence. The improvement of human judgment is what education is all about. The very essence of good teaching is the intelligent, creative use of human judgment."[3]

To what Combs has said, it should be added that judgment is employed at many points in the education process. First, judgment must be exercised in formulating objectives, preferably in a hierarchy. Second, a judgment must be made as to what sort of assessment technique is most appropriate for each objective. In matters of cognitive education, outward behavior of the student, shown on a test or in a paper, is a very good approximation or reflection of what is going on **inside** the student, what he is thinking. Matters of the heart, or feelings, are much more hidden and less measurable, as we have seen. In assessing affective objectives a type of **indicator** must be used. Another situation where judgment is critical, therefore, is in observing a student's behavior or listening to his reactions in order to assess his inner feelings.

It is most important to remember that the goal of humanistic education is the education of the **whole human being,** affective as well as cognitive and psychomotor, all in balance. Measurements and indicators will both have their place as tools of assessment. However, judgment must be used in the structuring and selection of the cognitive and affective learning activities which will lead toward the achievement of the stated objectives. Let us turn next to a discussion of learning activities in affective education.

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CHAPTER 4 LEARNING ACTIVITIES FOR AFFECTIVE EDUCATION

Role of Activities in Affective Education

Learning activities serve as the vehicle by which the desired outcomes or objectives of affective education are conveyed from the teacher to the learner. John Dewey and other philosophers of the Progressive School once stressed that the only real learning comes from "experiencing". This thought is commonly echoed in criticisms of cognitive education: "They'll only learn it if they can experience it themselves, then it'll have real meaning for them." That complaint shows convincingly the tie between affective and cognitive learning. Affective education **is** experiencing. Its subject is actual feelings and emotions, here and now; its object is how to help emotional growth take place in a healthy manner. Activities represent the primary "teaching method" in affective education.

Structuring Activities: I. Relation of Activities to Needs

Activities are the means for accomplishing the affective learning objectives described in Chapter 3. No matter how it is structured, each activity will deal mainly with only one or two of the ten major characteristics of an effective human being, and will probably focus on only a few of the sub-characteristics or systemwide objectives. (It should be noted, however, that an activity can be re-structured many times so that it deals with many different objectives.) The teacher must use his judgment to decide what sort of activity is needed by the students. In other words, he must ascertain what objectives need to be achieved and what characteristics need to be improved. The procedure parallels that used in the cognitive domain. A test indicates that the class (or an individual) needs improvement in reading for meaning, for example. Hence, next week's lessons will emphasize learning to read better. In affective education a similar determination must be made of what affective area needs improvement. Often, if the atmosphere in the class is open and communication is good between student and teacher, the teacher's judgment alone is enough. However, it is preferable to supplement judgment with a diagnostic test in the affective domain, such as the Coopersmith test or any one of a number of "needs assessment" tests (see Appendix D for an example). Teacher observation and test results should indicate that some part or parts of the student's affective makeup could use strengthening. For instance, the student may show a low or negative self-image (weak Identity), or he may not communicate well with others (weak Communication), or he may be continually apathetic (little Zest for Life).

Structuring Activities: II. Relation of Activities to Learning Objectives

Once a general need has been determined, the teacher must decide what specific learning objectives will be met by an activity. **The activity must be chosen and structured with the specific learning objectives in mind.** Otherwise the activity will be undirected and any learning coming from it will result purely from chance. (Although "free",

creative time is often called for, its purpose is to achieve certain stated objectives.) After assessing a need and choosing an activity with specific learning objectives, the teacher must decide whether the activity should be an individual or a group activity. Frequently this decision will be dictated by the general objective. For instance, improving Concern for Others or Problem-Solving will almost necessarily involve interaction among students, whereas Zest for Life or Independence may better be treated individually. In either case, the activity must conform to two further criteria: (1) it must be possible to do; and (2) it must be capable of evaluation. The activity will be limited by time, resource materials, legality, physical capabilities, and so forth.

It is not enough that objectives be stated so that their achievement may be determined; effective physical means of data collection must be provided. Methods of "indicator reporting", as described in Chapter 3, must be decided upon. If the teacher is to observe indicators, he needs a "checklist" of some sort so that he can quickly and accurately note the achievement of objectives. The better the "checklist", the more effective the activity. Furthermore, the real impossibility of observing **everything** that happens in a large group makes it important to provide another sort of indicator reporting, such as a person-to-person talk with each student (preferably with the help of a teacher aide) or written feedback.

Written Format for Activities

Each activity, then, is composed of several elements:

(1) Purpose, or general objective (chosen from the fifty sub-characteristics of the effective human being)

(2) Learning objective (chosen from the hierarchy of affective objectives, listed in an orderly way and related closely to the specific activity

(3) Materials needed

(4) Procedures (stated clearly so that activity may be repeated by others in the same manner)

(5) Method of evaluation (the means of data collection explained and a "checklist" provided, if necessary)

The following is an example of such a structured learning activity in affective education prepared as part of Project Alpha by teachers in the Niles (Michigan) Community Schools:

COLLAGE OF SELF

NAME OF ACTIVITY:

PURPOSE: To allow the child to express his self-image through a collage.

OBJECTIVES:

3.1.1 The student will reflect on his feelings relating to his self-image

3.1.2 The student will verbalize his likes and dislikes of his own self-image

3.1.4 The student can verbalize past experiences that demonstrate his awareness of his self-image

3.2.2 The student will make a collage that shows his awareness of his self-image

3.2.4 The student can reflect on past experiences by arranging his collage to relate to its "here and now" meaning

MATERIALS:

12 x 18 construction paper
scissors
magazines
newspapers
three-dimensional objects
glue

PROCEDURES:

1. Discuss qualities you like and dislike about yourself – physical or emotional
2. Locate picture, word, or phrase which illustrates your individual characteristics (i.e., If you think you're a good runner, look for the word "run" or a picture showing someone running. Possessions can be shown)
3. Arrange the collage on the paper as desired

METHOD OF EVALUATION:

A. Self-report: Student responds individually in large group setting

B. Self-report: One-to-one interview with the student on questions related to the objectives

C. Other report: Teacher observation of the student during the activity

D. Self and other report: The teacher will share his observations with the student for his confirmation or disconfirmation

COLLAGE OF SELF –

TEACHER
SCHOOL
GRADE

STUDENT'S NAME	3.1.1 thinks about self-image	3.1.2 oral statement or visual aid of likes or dislikes	3.1.4 oral statement on past experience	3.2.2 makes collage	3.2.4 past experience decides picture placement	Method of Evaluation A	B	C	D
	CHECK OBJECTIVES MET								

Other teachers anywhere could use the Niles teachers' description to conduct the same activity with their classes – in the same manner so that results could be compared. They would need to add only the grade level or age level and the cognitive curricular area, if any, that the affective activity is related to. Affective learning in general has a salutary effect on cognitive learning (see Chapter 1), and specific affective activities may have special relevance to certain subject areas. The "Collage of Self", for instance, could well be a **cognitive** teaching device in art or language arts. Appendix C lists several other activities tried in Project Alpha and relates them to appropriate grade level and relevant subject matter.

The model of the effective human being and the learning objectives represent the **theoretical** considerations behind affective education. The activities represent the **action,** where theory is tested as teacher and students come together. We have discussed what an activity is and how it can be structured in an effective way. However, one other element is essential to the success of the activity and the achievement of affective objectives – a proper attitude by the teachers and administrators.

CHAPTER 5 IMPLEMENTATION OF A PROGRAM OF AFFECTIVE EDUCATION: THE EDUCATORS AND WHAT THEY DO

> you shall above all things be glad and young
> For if you're young, whatever life you wear
> it will become you; and if you are glad
> whatever's living will yourself become
> . . . . . .
> I'd rather learn from one bird how to sing
> than teach ten thousand stars how not to dance.
>
> E. E. Cummings[1]

Attitude of the Educator

There is a saying that a carpenter is only as good as his tools. There is another saying that it's a poor workman who blames his tools. (This proves nothing except that two people do not happen to agree.) In the four previous chapters in this *Guide*, we have discussed the various "tools" to be used in affective education – the model of the effective human being, affective objectives, learning activities, and so forth. The concern has been with things and ideas. In this chapter, the focus is the "workman", the teachers, administrators and other personnel who are "the educators". This chapter is about people.

A statement quoted in Chapter 1 from Greenburg underlines strikingly the importance of the teacher's attitude and personality in the process of education: ". . . the humanity of the teacher is the vital ingredient if children are to learn."[2] That the kind of person a teacher is has great influence on a student's life may be obvious, but it is so crucial a point that it cannot be overstated. Dr. Ner Littner, Director of the Institute for Psychoanalysis in Chicago, summarizes what a sensitive teacher should realize about his impact:

> You also appreciate the significance of an importance to the child of the day-to-day experiences he has with you and that you encourage him to have with other children. Your empathy, and interest in him, your willingness to understand, to help and to teach him, your sense of fair play, your attempts to do for each child what is right for him – all have a vast impact on his development as a human being as well as a student. You are not trying to be his mother or his father or his older brother or sister. You are being yourself with the child, reasonably consistent and predictable, reasonably empathetic, reasonably interested, reasonably human.[3]

Although much of the answer is given in the preceding quotation, the question "What sort of human being is a good teacher?" cannot be asked too often and the answers are always worth repeating. The question and the answers appear particularly crucial when we speak of **affective** education, for education of feelings and emotions requires a certain classroom atmosphere which is very dependent on the teacher's personality.

Attitude of the Educator Toward Himself

First, quite obviously, to be an effective educator one should be an effective human being, on the model described in Chapter 2. To reiterate, the ten characteristics or qualities ascribed to the effective human being were:

(1) Identity
(2) Authenticity
(3) Open-Mindedness
(4) Independence
(5) Responsibility
(6) Reason
(7) Problem-Solving
(8) Communication
(9) Concern for Others
(10) Zest for Life

Certain characteristics, of course, are more important in certain situations. The vital thing to remember is that an educator has an effect on students at **all** times during the school day, and so he must truly strive for all ten qualities. His personality must not be overweighted by one or two qualities. Or, as Stuart Miller notes succinctly: "No one can give what one does not have; a faculty of one-dimensional men cannot teach rounding youngsters how to be properly round."[4] Educators should be three-dimensional and "round".

Before the educator can deal with the feelings of others, he must be attuned to his own feelings. He must "know" himself. And he must **accept** himself. A. T. Jersild goes so far as to claim: "The teacher's understanding and acceptance of himself is the most important requirement in any effort he makes to help students to know themselves and to gain healthy attitudes of self-acceptance."[5] The renowned humanist psychologist, Carl Rogers, in his book *Humanizing Education: The Person in the Process,* has this to say about honesty, or as he terms it, "realness":

> When the facilitator [i.e., educator] is a real person, being what he is, entering into a relationship with the learner without presenting a front or a facade, he is much more likely to be effective . . . he can be enthusiastic, . . . bored, . . . interested, . . . angry, . . . sensitive and sympathetic. Because he accepts these feelings as his own he has no need to impose them on his students. Thus, he is a person to his students, not a faceless embodiment of a curricular requirement nor a sterile tube through which knowledge is passed from one generation to the next.[6]

Honesty with oneself about one's feelings has several important effects. If the educator learns to recognize feelings in himself and to accept them, then he will be much more likely to be able to recognize and accept them in students. Furthermore, he will have more time and energy to devote to the affective development of the students if he is not constantly worried about "creating" his own self-image. He will appear to be a "real person" and do much toward overcoming the pervasive dehumanization present in most schools and in society. Young children are usually very honest and open, and are quick to notice a lack of "playing it straight" in others. A. S. Neill, father of and director of Summerhill, the noted English experimental school, says of children:

> Children are innately honest, and they expect you to be the same way. It is one great thing about childhood. They are open and honest, and if allowed to experience freedom will remain this way all their lives without the shutting up of their feelings towards others. They won't be afraid to love someone.[7]

For a child to be able to deal with his own feelings, he must be able to express them. Honesty and openness in the educator will provide a climate where the child feels comfortable about expressing his feelings. This is what is usually meant by "freedom" in the classroom or in the school. As a footnote, being open and honest does not mean being grim, serious and devoid of humor: it merely means being yourself, accepting the serious and the humorous moods as they come along. In the long run the best educator is the one who is a real person, not an actor, no matter how good an actor he may feel he is.

Attitude of the Educator Toward Others

Honesty alone is not enough. It is primarily an attitude directed towards oneself, and teaching is perhaps the most two-way of professions. The educator's attitude towards his students is crucial. Carl Rogers sees the humanist educator as needing to possess three attitudes:

> Prizing, Acceptance, Trust - - - - - - - I think of it as prizing the learner, prizing his feelings, his opinions, his person. It is a caring for the learner, but not a possessive caring. It is an acceptance of this other individual as a separate person, having worth in his own right. It is a basic trust – a belief that this other person is somehow fundamentally trustworthy . . . an imperfect human being with many feelings, many potentialities.[8]

Because affective education concerns feelings, the educator must accept **and care about** the individual student. In fact, as Combs notes, if education is to be humanized, the educator "must take the student as a partner". Communication on an individual basis in one-to-one talks, as an expression of caring, is all-important. If the educator can feel empathy with the student to the point of understanding how the process of education seems **to the student,** then affective learning – **and** cognitive learning – will be easy and enjoyable. Rogers summarizes concerning the role of the educator in affective education:

> When a facilitator [i.e., educator] creates, even to a modest degree, a classroom climate characterized by all that he can achieve of realness, prizing and empathy; when he trusts the constructive tendency of the individual and the group, then he discovers that he has inaugurated an educational revolution . . . Learning becomes life, and a very vital life at that.[9]

Summary on Attitude of the Educator

Two final, essential points need to be made concerning the attitude or personality of the educator in affective education. First, it bears repeating that objectives, models, and activities are not enough. Without proper attitude on the educator's part, all the

paraphernalia of affective learning add up to nothing – or worse, a waste of time. Affective education is human feelings, and there's no getting around it! Second, the attitude required for successful affective teaching – all the honesty, trust, prizing, acceptance, and empathy mentioned in the paragraphs above – is not something mysterious or difficult to achieve. It is not an educational Nirvana attainable only after death. "The problem", as Combs states beautifully, "is not one of learning to do something entirely new. It is a matter of learning to do what all of us already do occasionally with persons who are important to us."[10] Exactly and emphatically.

In another circle Combs provides a sort of "checklist" of questions the affective educator must constantly bear in mind:

> How can a person feel liked unless somebody likes him? How can a person feel wanted unless somebody accepts him? How can a person feel he's a person with dignity and integrity unless somebody treats him so? And how can a person feel he's capable unless he has some success?[11]

The student is a person and deserves to be treated as one.

Procedure for a Program in Affective Education

Now that we have discussed the "things" and the "people", how do we **proceed**? The chronology of a program of affective education will be treated briefly in the remainder of this final chapter.

First comes the decision to do something. Usually the idea to construct or reconstruct a program in affective education arises from a recognition of existing problems or deficiencies in an educational program that is weighted too heavily on the cognitive domain. Of course, prevailing social problems and other factors as well lead to the realization that something is wrong (as discussed in Chapter 1), but usually the main criticism of the existing situation is "dehumanization". The students will likely complain that they are treated as objects, not as people. Teachers and administrators will express concern over student apathy toward learning and violence in social conduct. And parents will grumble that their kids are getting bad grades and not learning. Whatever the background motivation, the first step in inaugurating a program in affective education is recognition of the need.

The next step is to decide where to inaugurate affective education. The procedure will vary depending on whether the program is to be at the elementary or secondary level, within one school or an entire school system. Generally it is thought wisest, for consistency and best use of resources, to start affective education in the elementary grades throughout an entire school system.

Then one deals with the question Who?, What?, and How? As with any process of change, an orderly statement of objectives is the best way to begin. In this case, we are speaking of two kinds of objectives: procedural objectives and learning objectives. Procedural objectives have to do with the procedure of the entire program of affective education. What is the main goal? What are the main goals for each school? What is to be done, and when, and by whom? It deals with dates for completion of various tasks. In essence it is an elegant form of schedule. Learning objectives, already discussed, concern

the learning goals of affective (and cognitive) education. All those individuals directly concerned with that education – teachers, administrators, students, parents and even perhaps community leaders – deserve an opportunity to help structure the objectives hierarchy. As shown in Chapters 2 and 3, it is helpful to construct a model of what you wish the student to become. Proceeding down the objectives hierarchy, from general to specific, those most directly concerned with the education program become more involved than others in writing the objectives.

From the start it should be evident that not only are "things" going to change but **people** as well. Teachers, administrators and perhaps parents also would do well to receive special training before commencing affective teaching. In-service training in the form of workshops in human relations is a very good way of making people aware of what affective education entails. After the workshops, teachers, administrators, and parents may find it useful to form a special "committee on affective attitudes" or something similar, to keep the spirit and lessons of the workshops alive. Probably the best time for such training in affective education would be after the initial decision has been made to "do something about the schools", but before there is any real, earnest effort to structure objectives.

How to structure objectives and the importance of doing so were treated at length in Chapter 3. The next procedure is deciding on curriculum change and designing activities which will achieve objectives. Again consistency is important so that results may be compared and improvements made. Therefore curricular changes should be systemwide. Consistency is also important in designing measures and indicators for the objectives and evaluation procedures for activities. Here again, organization of special committees is of great help. The more committees, the more people involved, and consequently, the more spirit and durability the program will possess.

Finally, a successful program requires overall, uniform evaluation methods. Diagnostic tests in the affective domain, given prior to doing a series of activities (as outlined in Chapter 4), should be given again to assess change. Comparisons of achievement on such tests between schools with and without programs of affective education should prove very worthwhile. Moreover, because affective education is a sharing process, students' reactions as well as those of teachers and administrators should be sought and listened to carefully. Only a careful evaluation of a program will enable its participants to change and improve the program.

Finally, it is essential to remember that affective education is not a school **course**, or merely an **incident** in a student's life. It is not a **phase.** The decision to commence a program in affective education should never be seen as a short-term proposal. Once inaugurated, it is there to stay. Just as the affective domain is an integral part of a total human personality along with the cognitive and psychomotor domains, so affective education is an integral part of a student's – and anyone's – life.

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APPENDIX B

Description of "Project Alpha", a Program of Affective Education in Niles, Michigan, under the Direction of the Niles Community Schools and Battelle Institute's Center for Improved Education.

From a memorandum of January, 1973
from Project Task Force,
Niles Community Schools:

I. Purpose of Alpha

A. Behavior patterns and attitude develop by age 8.

B. Cooperation and interest of parents greater at this level.

C. Children more tractable.

D. Failure syndrome begins at an early age (dropouts).

E. Remedies are easily established.

F. Dedicated teachers.

II. Objectives of Alpha

A. Student develops positive image.

B. Student develops personal identity.

C. Student becomes an authentic person.

D. Student becomes openminded.

E. Student becomes an independent thinker.

F. Student develops sense of responsibility.

G. Student is able to communicate.

H. Student is able to reason.

I. Student becomes an effective problem solver.

J. Student shows concern for others.

K. Student shows zest for life.

III. Role of Battelle Institute's Center for Improved Education

A. Teacher training

1. Workshops

(a) May – in-service for 65 K-3 teachers for one week

(1) Behavioral objectives

(A) Teacher identifies types of behavior to be reinforced or to be altered

(B) Teacher states behavior (action) student will demonstrate to meet that objective

(2) Cognitive, affective, psychomotor areas

(b) June – 16 teachers – one week session

(1) Identified 150 activities to help student have a good feeling about himself, school, home, friends, family

(2) Set purpose, material, and procedure to activity

2. Self-awareness type tests

B. Consultants

C. Model of Effective Human Being

1. Based on Dr. William Hitt's *Education as a Human Enterprise*

2. States Alpha Project objectives

D. Objectives for activities

1. 1,000 stated objectives

2. Objectives selected to fit activity

3. Objectives relate to intellectual, behavioral, emotional development

E. Indicators and measures

1. Identifies modification of behavior

2. Related to objectives of activity

F. Guideline

1. Will be used by teacher in classroom when completed

2. Will be presented to state as part of project

IV. State funded pilot project

A. $50,310 – one year period

B. Co-chairman and Task Force members report monthly to Affective Committee of State Department of Education

V. Task Force

A. Each elementary building is represented by one or more members -- total sixteen

B. Designated members attend state meeting

C. Monthly meetings of Task Force group

1. Share successful activities with other members
2. Decide activities to add to those already identified
3. Compile materials for use by staff
4. Plan presentations to their building's staff
   (a) Give materials and presentation of activity to staff
   (b) Discuss various aspects of activity with staff
   (c) Discuss individual student needs with teacher

D. Task Force Information relayed to building principal

E. Teacher traits

1. Attitude
2. Empathy
3. Teaching skill
4. Subject matter knowledge
5. Good learning results from children

VI. Alpha Aides (See Appendix E.)

A. The aide can assist the teacher with weekly Alpha Activities

B. The aide can conduct an Alpha Activity for the group after the teacher makes the presentation

C. The aide can be used in the Teacher Volunteer's room for group or individual work (any study area that will benefit the child)

D. The aide would be available to help with a child who is disrupting the class by taking the child from the room. In order to do this, the aide's schedule **must remain flexible**

E. The aide can work with any child on an individual basis if the teacher feels the child needs one to one attention

F. The aide is available for field trips

G. The aide is responsible for all Alpha Projects (those such as testing which are distributed to the aides)

VII. Students

A. K-3 – took Self-Esteem inventory test in fall, 1972 (see Appendix D.)

B. Second grade – pilot study group

1. Three to four students per room identified as having low self-esteem and selected for intervention process

2. Teacher worked with student individually

(a) Teacher related past successes to student

(b) Student related past success experience to teacher

(c) Student indicated an activity whereby he/she would feel successful

(d) Teacher and student discussed selected experience afterwards

3. Intervention process used three times with each identified student

4. All identified low self-esteem second graders given Self-Esteem Inventory test in January

C. K-3 students of Task Force members and volunteering teachers participate in group activities (see Appendix C.)

D. Student guided individually

E. Instruction personalized

F. Student offered alternatives in situations

G. Parents contacted

VIII. Parents

A. Contacted individually

1. Parent aware of problem, but no knowledge of what to do; willing to try anything

2. Parent not aware of problem; willing to help in any way

3. Parent aware of problem; unwilling to cooperate

4. Parent unaware of problem; wouldn't cooperate in any way

B. Contacted in groups

1. PTA-PTO meetings

2. Parent advisory groups

3. Local radio show "Here's Gloria"

4. Grade level meetings

5. Newspaper

APPENDIX C. ACTIVITIES FOR AFFECTIVE EDUCATION

Below are listed and described ten activities structured, developed and used by Niles Community Schools teachers in K-3 classrooms as part of Project Alpha.

1. "Alpha Donut"

   Purpose: To allow child to express his feelings about his likes and dislikes.

   Materials: Manila or light-colored paper
   Crayons
   Magic Markers
   Chalk

   Procedures: (a) Draw a circle about three inches in diameter in center of manila paper.

   (b) Draw a circle about eight inches in diameter (from same center) around smaller circle.

   (c) Draw "ME" in small circle.

   (d) Draw or name things you feel good about, really like, are glad about, can't live without, etc., in circle closest to "ME" circle.

   (e) Draw negative feelings and dislikes outside the larger circle.

2. "Bubble Ride"

   Purpose: To allow child to fantasize about likes and dislikes.

   Materials: None

   Procedures: (a) Students sit on floor or at desks.

   (b) Teacher says: "Now we'll be going on a ride. Rather than taking a car or plane, each of you will be in a bubble. Now, children, what color is your bubble? How does it feel? What is its shape? Smell? What do you have with you in your bubble? Where are you going? What do you see?" etc.

3. "Open-ended Sentences"

   Purpose: To allow child to express his feelings about his likes and dislikes.

   Materials: A list of unfinished sentences similar to the following:
   "What makes me upset is . . ."
   "When I'm in trouble, I turn to . . ."
   "What I like best about school is . . ."
   "What embarrasses me the most is . . ."
   "I learn best when . . ."
   "I especially like people who . . ."
   "Strangers make me feel . . ."

"I feel really happy when . . ."
"I feel sad when . . ."
"I am afraid of . . ."
"Happiness is . . ."
"Unhappiness is . . ."
"I feel best when I . . ."
"I get scared when . . ."

Procedures: This activity should be adapted to suit your grade level and student's ability.

K-1: Teacher may ask students to comment individually on the open-ended sentences, either copying down answers or recording them on tape.

1-2: Those students reading I.T.A. may use ditto sheets of open-ended sentences written in I.T.A.

2-3: Those students have made transition to T.O. may use ditto sheets written in T.O.

4. "Snake Hike"

Purpose: To establish limits on self-control.

Materials: None

Procedures: Teacher tells the following story and leads students in their response:

"Let's pretend we are all going on a hike through the woods. What are some things we might see? Flowers, trees, some animals. Now, when we see the flowers, we smell and touch them. We climb some of the trees. Sometimes we run, skip, or walk slowly on our way. All of a sudden we see a huge poisonous rattlesnake. We know we must be very quiet because if we frighten him he may bite someone. We must control ourselves and not move a muscle or make a sound. I know everyone in this class has good self-control."

5. "Wagon Wheel"

Purpose: To improve ability to exhibit a genuine interest in another person.

Materials: 9" x 12" or 12" x 18" manila paper
Pencil or crayon
Circle pattern (optional)

Procedures: (a) Each child prepares or traces a wagon wheel by drawing large circle on manila with 4, 6, or 8 spokes. Each child chooses a partner, selecting someone he never plays with. Child looks into eyes of partner for one or two minutes; **no speaking.** Child labels on spokes of wheel, by writing or drawing, characteristics of the person he has "seen".

(b) Partners share and explain picture of wheel to individual whose characteristics were listed. Person whose characteristics are on wheel responds.

6. "Role-Playing"

Purpose: To allow child to express his concern for others through role-playing situations.

Materials: (optional)
Props of any kind – chairs, hats, dresses, coats, etc.

Procedures: **NOTE:** There is a distinction between role-playing and dramatization. In **role-playing** the situation is presented to the student by the teacher and the student develops the outcome of the situation. In **dramatization** the teacher tells the student how a child should act out the situation. We are looking for role-playing situations. Also it is a good idea to set up a stopping signal such as "When the lights go out you will stop."

Choose any of the following situations to use for this activity. We would suggest that the class be divided into small groups and that each group choose or be assigned to a different activity to role-play.

(a) **School Situation**

Sharing on the playground. Improvise a role-playing scene taking place on the playground in which a student shares ones play equipment with another child.

Helping a child who is hurt. Improvise a role-playing scene taking place on the playground in which one student helps another who has been hurt.

Safety rules on the playground. Improvise a role-playing scene taking place on the playground in which a student illustrates safe activities.

Awards. Improvise a role-playing scene in which the student observes others receiving awards and receives none himself.

Work time. Improvise a role-playing scene in which a student is requested to complete a task that another child was supposed to have finished but didn't.

(b) **To and From School**

Obeying Safety Patrol. Improvise a role-playing scene in which a child demonstrates his responses to a safety patrol giving directions with another student taking the part of the safety patrol.

Safety enroute. Improvise a role-playing scene taking place on a bicycle, in a car, on the bus, or walking to school in which a student demonstrates safe conduct.

Helping a lost person. Improvise a role-playing scene in which the student demonstrates how a child would act if a stranger were to approach him with a lure.

(c) **Home**

Overnight guests. Improvise a role-playing situation in which a child would be staying overnight at a friend's house.

Family fun. Improvise a role-playing scene with a student participating in a fun activity with his family.

Pet care. Improvise a role-playing scene with a child receiving a new pet at home.

Night out. Improvise a role-playing scene taking place in the home with a child or children just learning he or they are to be left with a baby-sitter or older member of the family while the parents go out for the evening.

Telephone manners. Improvise a role-playing scene in which a student demonstrates proper use of the telephone.

Mealtime manners. Improvise a role-playing scene taking place in the home at a mealtime.

Helpers. Improvise a role-playing scene taking place in the home. Each student who wants to select a task that he can do at home and act out this role.

7. "Building a Positive Self-Image"

Purpose: To promote a positive self-image in each child.

Materials: None

Procedures: In small groups, each child will make a positive comment about each person in the group. These comments can involve physical appearance, social behavior, work habits, academic performance, etc. The student will show, by his words and actions, his acceptance of the other's response.

8. "Collage of Self"

Purpose: To allow the child to express his self-image through a collage.

Materials: 12" x 18" construction paper
Scissors
Magazines, newspapers
3-D Objects
Glue

Procedures: (a) Discuss characteristics one likes or dislikes about himself – physical or emotional.

(b) Locate a picture, word or phrase or object which illustrates each characteristic (i.e., if you think you're a good runner, look for the word "run" or a picture of someone running).

9. "The Shape (or color) of Your Inner Space"

   Purpose: To allow the student to show himself as he perceives himself.

   Materials: Wrapping paper as long as child's body length
   Paints and brushes or crayons
   Scissors

   Procedures: (a) Children work in pairs outlining each other with pencil on the paper.

   (b) Children paint their own outlines.

   (c) Children paint inner space of outline to show feelings. A mirror may be used to see his image emphasizing inner and outer properties.

   (d) Children cut out their own paintings.

10. "Friendship Book"

   Purpose: To allow students to become aware of each other's family members, habits, and culture.

   Materials: 9" x 12" story writing paper
   Pencil
   Crayons
   Two 12" x 18" pieces of construction paper (for cover)
   Material for binding or fastening book together

   Procedures: Teacher and student discuss important facts about themselves and list on board. Example: full name, address, family members, hobbies, etc. Each child draws and colors himself in the blank at the top of the story writing paper. Each child writes a story on the bottom of the paper as if he were introducing himself to others. The teacher binds all stories together as a book for entire class to enjoy. (NOTE: modification for Kindergarten – have teacher or aide act as secretary or "scribe" in writing down story as dictated.)

   NOTE: For each of the preceding activities, the teachers involved formulated a list of half a dozen or so learning objectives (starting with the list of fifty "sub-characteristics of an effective human being" given in Chapter 3). They also structured a means of evaluation and a method or methods of data collection for each activity based on the principles discussed in Chapters 3 and 4.

ACTIVITIES FOR AFFECTIVE EDUCATION
(continued)

The following table correlates the activities described on the preceding pages with (a) the grade level for which they are most appropriate; (b) the subject matter with which they are most involved; and (c) the personality characteristics (from the ten characteristics of the effective human being outlined in Chapter 2) which are most involved in each activity. (Particularly relevant or strong correlations are underlined.) The findings are based on responses from the K-3 teachers involved in Project Alpha.

NAME OF ACTIVITY	GRADE LEVELS **MOST** APPROPRIATE*	SUBJECTS **MOST CLOSELY** RELATED	PERSONALITY CHARACTERISTICS **MOST** INVOLVED (in decreasing order)
DONUT	K-3	Art Language Arts	**Identity** **Authenticity** Independence
BUBBLE RIDE	K-3	**Language Arts**	**Zest for Life** **Authenticity** Independence
OPEN-ENDED SENTENCES	2-3	**Language Arts**	**Authenticity** **Identity** **Communication**
SNAKE HIKE	K-2	**Psychomotor**	**Zest for Life** Open-mindedness
WAGON WHEEL	K-2	Language Arts	**Concern for Others** Communication
ROLE-PLAYING	1-3	Language Arts Social Studies	**Problem-Solving** Concern for Others Communication
BUILDING A POSITIVE SELF-IMAGE	2-3	Language Arts	**Concern for Others** **Communication** Identity
COLLAGE OF SELF	2-3	**Arts** Language Arts	**Identity** **Authenticity** Zest for Life
SHAPE OF YOUR INNER SPACE	3	**Art**	**Identity** Authenticity Zest for Life
FRIENDSHIP BOOK	K-3	**Language Arts**	**Identity** **Zest for Life** **Authenticity** Concern for Others Communication

*NOTE: This does not mean activity is appropriate **only** for those grades and not for others.

NOTE: Activities may be related to other grades or characteristics than those listed, depending on how performed.

APPENDIX D. THE COOPERSMITH "SELF-ESTEEM INVENTORY": A DIAGNOSTIC TEST

It was mentioned in Chapter 4 that diagnostic tests in the affective domain may prove very useful to a program in affective education by providing an overall evaluative tool to be used to supplement teacher judgment. The following is an example of such a test, the Coopersmith "Self-Esteem Inventory".* Properly used – before and after a program in affective education – its results could help determine how much progress a student has made towards the goal of becoming a more "effective human being".

*Coopersmith, S. *The antecedents of self-esteem.* San Francisco: Freeman, 1967.

SELF-ESTEEM INVENTORY

Please mark each statement in the following way:

If the statement describes how you usually feel, put a check (√) in the column "**Like Me**".

If the statement does not describe how you usually feel, put a check (√) in the column "**Unlike Me**".

There are no right or wrong answers.

		Like Me	Unlike Me
1.	I spend a lot of time daydreaming.	_____	_____
2.	I'm pretty sure of myself.	_____	_____
3.	I often wish I were someone else.	_____	_____
4.	I'm easy to like.	_____	_____
5.	My parents and I have a lot of fun together.	_____	_____
6.	I never worry about anything.	_____	_____
7.	I find it very hard to talk in front of the class.	_____	_____
8.	I wish I were younger.	_____	_____
9.	There are lots of things about myself I'd change if I could.	_____	_____
10.	I can make up my mind without too much trouble.	_____	_____
11.	I'm a lot of fun to be with.	_____	_____
12.	I get upset easily at home.	_____	_____
13.	I always do the right thing.	_____	_____
14.	I'm proud of my school work.	_____	_____
15.	Someone always has to tell me what to do.	_____	_____
16.	It takes me a long time to get used to anything new.	_____	_____
17.	I'm often sorry for the things I do.	_____	_____
18.	I'm popular with kids my own age.	_____	_____
19.	My parents usually consider my feelings.	_____	_____
20.	I'm never unhappy.	_____	_____
21.	I'm doing the best work that I can.	_____	_____
22.	I give in very easily.	_____	_____
23.	I can usually take care of myself.	_____	_____
24.	I'm pretty happy.	_____	_____
25.	I would rather play with children younger than me.	_____	_____
26.	My parents expect too much of me.	_____	_____
27.	I like everyone I know.	_____	_____
28.	I like to be called on in class.	_____	_____
29.	I understand myself.	_____	_____
30.	It's pretty tough to be me.	_____	_____
31.	Things are all mixed up in my life.	_____	_____
32.	Kids usually follow my ideas.	_____	_____
33.	No one pays much attention to me at home.	_____	_____
34.	I never get scolded.	_____	_____
35.	I'm not doing as well in school as I'd like to.	_____	_____
36.	I can make up my mind and stick to it.	_____	_____

	Like Me	Unlike Me
37. I really don't like being a boy (girl).	_____	_____
38. I have a low opinion of myself.	_____	_____
39. I don't like to be with other people.	_____	_____
40. There are many times when I'd like to leave home.	_____	_____
41. I'm never shy.	_____	_____
42. I often feel upset in school.	_____	_____
43. I often feel ashamed of myself.	_____	_____
44. I'm not as nice looking as most people.	_____	_____
45. If I have something to say, I usually say it.	_____	_____
46. Kids pick on me very often.	_____	_____
47. My parents understand me.	_____	_____
48. I always tell the truth.	_____	_____
49. My teacher makes me feel I'm not good enough.	_____	_____
50. I don't care what happens to me.	_____	_____
51. I'm a failure.	_____	_____
52. I get upset easily when I'm scolded.	_____	_____
53. Most people are better liked than I am.	_____	_____
54. I usually feel as if my parents are pushing me.	_____	_____
55. I always know what to say to people.	_____	_____
56. I often get discouraged in school.	_____	_____
57. Things usually don't bother me.	_____	_____
58. I can't be depended on.	_____	_____

Note: Coopersmith says in the body of his book that the scale contained 50 items and that scores ranged from 40 to 100 in one sample. However, in Appendix A where the scale is reproduced it appears with 58 items and no instructions for scoring.

APPENDIX E. TEACHER AIDES IN AFFECTIVE EDUCATION

An overwhelming majority of the teachers who participated in Project Alpha in the Niles Elementary Schools felt that teacher aides can be extremely useful to a program of affective learning. To summarize from Section VI of Appendix B, Project Alpha Task Force members saw the following as functions of a teacher aide:

(a) Assisting the teacher with Alpha activities (see Appendix C);

(b) Conducting an Alpha activity under the direction of the teacher after the teacher makes an initial presentation;

(c) Helping a child who is disrupting the class by taking him from the room and talking individually with him;

(d) Working with **any** child on an individual basis if the teacher feels the child needs more attention;

(e) Helping gather data for evaluation of activities (observing, talking with children, etc.);

(f) Helping arrange field trips, parent visits and other "extracurricular" activities;

(g) Serving as a model of an effective human being, particularly one who cares for others and wants to communicate with them.

As in the cognitive domain, the teacher aide can help in reducing the time it takes to perform learning activities and gather data from those activities. In this manner, the classroom teacher is given more time to plan, to evaluate, to get a broad overview of the success of a program and make changes where necessary. Moreover, far more than cognitive learning, affective learning requires open communication between teacher and student. Thus, the teacher aide can perform a great service by allowing the teacher more time to relate to students on an individual basis. Or, conversely, the aide may be available for children to talk to when the teacher is otherwise occupied.

Because of the considerable impact that a teacher aide can have in affective education, it is important that the right kind of person be chosen as an aide. The teacher aide may be a person of any age from college onward, paid or volunteer (often mothers from the local community are effective), of any background, as long as he or she possesses the following qualities:

- personal warmth
- liking for children
- sense of responsibility, leadership, self-esteem
- acceptance of supervision
- patience
- ability to observe intently

- ability to communicate effectively with children
- openness and honesty in communicating with the regular teacher
- ability to listen carefully
- ability to speak and write clearly
- imagination in dealing with unfamiliar situations yet sense enough to know when to consult teacher for guidance
- minimal clerical skills

Beyond these qualities, the prospective teacher aide needs training in order to work effectively in a team with the regular teacher. It would be advisable for both teacher and teacher aide to attend preliminary workshops in human relations and in the meaning of affective education. Perhaps such workshops could be conducted by the teachers themselves for their aides.

While most teachers agree that a teacher aide can be of great value to them and the children, they also feel that a bad teacher aide is worse than none at all. It should be emphasized that teacher aides are **not essential** to the success of affective learning. Attitudes and the human "atmosphere" of the classroom are the vital ingredients in affective education, not efficiency in accomplishing activities according to schedule. The teacher aide must be more than merely a "time-saving device". He or she must truly complement the teacher and promote a more **human** learning environment to be truly effective. Otherwise, the teacher alone, no matter how pressed for time, will do more to help the children become more effective human beings. Children in school need models of effective human beings as guides to their own development: **whoever** is in the classroom must try to provide that model for affective education to work.

APPENDIX F. EXAMPLE OF LEARNING OBJECTIVES MATRIX FROM OBJECTIVES HIERARCHY

IDENTITY (Systemwide objective), from ten characteristics of an effective human being)

3.* The student can demonstrate a clear awareness of his self-image (program objective, from fifty sub-characteristics or effective human being)

3.1* Intellectual

3.1.1* The student can experience an image of himself by thinking about his self-image.

3.1.2 The student can state his own awareness of his self-image.

3.1.3 The student can state the "here and now" meaning of his self-image.

3.1.4 The student can verbalize past experiences that demonstrate his awareness of his self-image.

3.1.5 The student can predict future behaviors based on the stated self-image and its "here and now" meaning.

3.2 Behavioral

3.2.1 The student can experience the image of himself by acting on his self-image.

3.2.2 The student can act on his own awareness of his self-image.

3.2.3 The student can act on the expressed awareness of self and its "here and now" meaning.

3.2.4 The student can act on the reflection of past experiences that relate to awareness of his self-image and its "here and now" meaning, demonstrating an awareness of his self-image.

3.2.5 The student can act on his projections of future behaviors based on the stated awareness of self and its "here and now" meaning.

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*1st number, "3", refers to the sub-characteristic, 3rd among the five listed for "Identity".
2nd number, "1", refers to "intellectual", 1st of 3 categories (Intellectual, Behavioral, Emotional).
3rd number, "1", refers to how student is to react, in this case by "experiencing" 1st of five ways of reacting as explained in preceding paragraph: (1) experiencing; (2) stating or demonstrating; (3) relating personal meaning to statement or action; (4) relating to past experiences; (5) relating to future behavior.

3.3 Emotional

3.3.1 The student can experience feelings related to his experience of self-viewing.

3.3.2.1* The student can express feelings related to his awareness of self.

3.3.2.2 The student can express feelings related to acting on the stated awareness of his self-image.

3.3.3.1 The student can express feeling related to his statement of the "here and now" meaning of his awareness of his self-image.

3.3.3.2 The student can express feelings related to acting on his awareness of self and its "here and now" meaning.

3.3.4.1 The student can express feelings related to his verbalization of past experiences as they relate to self-image.

3.3.4.2 The student can express feelings related to his acting on the reflection of past experiences as they relate to self-image.

3.3.5.1 The student can express feelings related to projections of future behaviors based on the awareness of self-image and its "here and now" meaning.

3.3.5.2 The student can express feelings related to his acting on projected future behaviors based on awareness of his self-image and its "here and now" meaning.

*4th number used to show that the "emotional objective" relates either to the (1) intellectual or (2) behavioral category. Thus the categories are really (1) intellectual, (2) behavioral and (3) emotional divided into 3.1 (intellectual) and 3.2 (behavioral).